

THE EMPEROR'S NEW CLOTHES COMMON CORE ACTIVITIES

Readers'
Theater Script
and Directions
Included!

Comprehension
Questions
Included!

Handouts to
Teach Theme
Included!



Handouts to Teach
How to Answer
Open-Ended
Response Questions
Included!



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Included in this teaching unit...

- Readers' Theater- There is a script that you can print and distribute for a fun and effective way to read the story. Plus, directions are included for different ways to read the script. You have the option of reading together as a class or in small groups.
- Comprehension check – There are five basic comprehension questions that you can give after the initial reading.
- Irony in the story – This handout defines the types of irony and has students identify two of the types which are at work in the story.
- Theme – There are several handouts included to guide students in determining the theme of this story, including a handout with important tips when finding the theme.
- Plot diagram – A handout is provided which explains the parts of plot and gives tips on figuring out the parts. Plus, there is a handout so students can map out the parts of plot for *The Emperor's New Clothes*.
- Constructive Response Questions – A handout is included giving tips on how to correctly answer a constructive response question. A very useful handout is provided that shows correct and incorrect ways to answer a constructive response question. Then, of course, there are constructive response questions based on the story for students to answer.
- A fun poetry activity is included as well!
- Answer keys are provided!

Using Readers' Theater In the Classroom

Students build fluency through reading out loud, and in the upper level elementary and middle school classrooms, what better way to allow this than with readers' theater! If you want to get your students' attention, read the beginning of this story with a monotone voice until they stop you and ask you why you are doing this. Explain that when reading aloud, you should always read with expression. Next, reread the section changing your voice to match each character.

Option 1: Number each part, and read around the room.

Go around the room allowing students to read the lines in order. For example, the student in desk 1 reads line 1, the student in desk 2 reads line 2, student in desk 3 reads line 3, and so on until the entire story is complete. You will have to have your students read more than one line each, but this way students will not play a particular "part". Before starting, allow the students to find the lines that they will read and read them to themselves silently. Tell them that there are a few hard words and that they should raise their hands if they need help pronouncing one before you begin. That way, you can discreetly go to a child's desk to help him/her with the word. Also, this makes all students feel comfortable with reading out loud. Another option, is to have the students read the entire play for homework the day before reading it out loud in class.

Option 2: Whole class read

There are 15 parts, so you could assign parts to students and allow them to read their parts out loud as a class. Give some time for students to highlight their parts and read them to themselves before reading out loud. Tell them to raise their hands if they see a word that they do not know. This will help students tremendously!

Option 3: Allow students to read the story in groups.

Divide your class into groups. There are fifteen speaking parts, but several parts can be combined. For example, one student could read all three narrator parts, one could read all of the attendants' parts, and one could read all of the swindlers' parts. This would cut it down to 9 parts. Some of the other parts could be read by the same person. For example, the same student who reads the "People" part could also read the "Master of Ceremonies" part. Use the chart that has the parts listed to make your reading plan for groups.

After assigning parts in each group, allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce. Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again, perhaps switching up the parts. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home.

Have fun!

The Emperor's New Clothes
Readers' Theater

Part	Number of Lines	Read By
Narrator 1	12	
Narrator 2	10	
Narrator 3	10	
Emperor	7	
Minister	3	
Swindler 1	4	
Swindler 2	2	
Honest Official	3	
Attendant 1	5	
Attendant 2	5	
Attendant 3	5	
Master of Ceremonies	1	
People	1	
Child	1	
Child's Father	1	

Readers' Theater

Narrator 1: Many years ago there lived an Emperor who was so fond of new clothes that he spent all his money on them. He did not care for his soldiers, or for the theater, or for driving in the woods, except to show off his new clothes.

Narrator 2: He had an outfit for every hour of the day, and just as they say of a king, "He is in the council chamber," so they always said of him, "The Emperor is in his dressing room."

Narrator 3: The great city where he lived was very lively, and every day many strangers came there. One day two swindlers came. They claimed that they were weavers and said they could weave the finest cloth imaginable. Their colors and patterns, they said, were not only exceptionally beautiful, but the clothes made of this material possessed the wonderful quality of being invisible to any man who was unfit for his office, or who was hopelessly stupid.

Emperor: (Thinking out loud to himself) Those must be wonderful clothes. If I wore them, I should be able to find out which men in my court were unfit for their posts, and I could tell the clever from the stupid. Yes, I must have this cloth woven for me without delay.

Narrator 1: So the emperor gave a lot of money to the two swindlers in advance, so that they could set to work at once.

Narrator 2: They set up two looms and pretended to be very hard at work, but they had nothing on the looms. They asked for the finest silk and the most precious gold, all of which they put into their own bags, and worked at the empty looms till late into the night.

Emperor: (Thinking out loud to himself) Shouldn't they much like to know how they are getting on with the cloth?

Narrator 3: The emperor felt rather uneasy when he remembered that whoever was not fit for his office could not see it. He believed, of course, that he had nothing to fear for himself, yet he thought he would send somebody else first to see how things were progressing.

Narrator 1: Everybody in the town knew what a wonderful property the cloth possessed, and all were anxious to see how bad or stupid their neighbors were.

Emperor: (Thinking out loud to himself) I will send my honest old minister to the weavers. He can judge best how the cloth looks, for he is intelligent, and nobody is better fitted for his office than he.

Narrator 2: So the good old minister went into the room where the two swindlers sat working at the empty looms.

Minister: (Thinking to himself out loud) Heaven help us! (Opening his eyes wide) Why, I cannot see anything at all.

Narrator 3: The minister thought these things, but he was careful not to say them out loud.

Cinquain: a poem containing five lines

Write a cinquain poem using a character or object found in the story as the basis of your poem. The cinquain format is listed below.

Cinquain Poem Format

- Line 1: a noun
- Line 2: two adjectives to describe the noun in line one
- Line 3: three -ing verbs
- Line 4: a phrase describing the noun in line one

The Emperor's New Clothes Comprehension Questions

- Name _____ Date _____
- What do the swindlers do to the Emperor?
 - They steal all of his fine clothes and replace them with rags.
 - They trick him by making "invisible" clothes.
 - They make up a rumor about the Emperor and spread it throughout the city.
 - They sew his hats together so that he cannot wear them any longer.
 - Anyone who could not see the clothes were either unfit for his office or
 - very stupid
 - blind
 - ugly
 - unfaithful
 - The swindlers asked for more
 - thread
 - rain
 - clothes
 - money
 - True or false? The Emperor really could see the cloth.
 - true
 - false
 - Who finally announces it
 - the minister
 - the swindlers
 - a friend of the Emperor
 - a small child

The Emperor's New Clothes Readers' Theater

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Constructive Response

- Read through the question two or three times.
- Underline all of the things the question asks you to do.

When you begin your answer, re-read the question. Write your answer, make sure you write your answer, make sure you write your answer, make sure you write your answer, make sure you write your answer.

Textual Evidence Sentence

- Provide a wrap-up sentence at the end of your response.
- Use a quote from the text to support your answer by "pulling out" evidence.
- Write a complete sentence that states the author's main idea.
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at city where he lived was very rich, and every day many strangers and two swindlers came. They claimed that they were weavers and made the finest cloth imaginable. Their looms were empty, their spindles, usually, beautiful, but the clothes made of this material possessed the property of being invisible to any man who was unfit for his office, or who was too stupid to see them.

out loud to himself: "These must be wonderful clothes. If I were to go to the market to buy some, I should have to see how they are made."

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up two looms and pretended to be very hard at work, but they had no cloth to make. They asked for the finest silk and the most precious gold, all of which they took and worked at the empty looms till late into the night.

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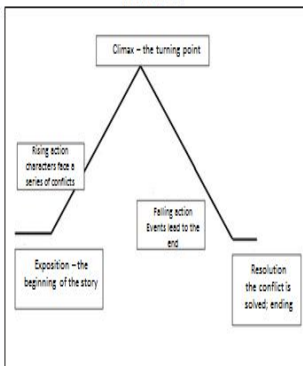
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Plot Diagram



Helpful Tips

- When analyzing the plot, it is helpful to figure out the climax first. Once you have it figured out, it is easy to determine the exposition, rising action, falling action, and resolution.
- The climax of a story will never be near the beginning because the only parts left after it are the falling action and resolution.
- The climax is the turning point. This means things change.
- After the climax, there is only the falling action and the resolution, so it will be an important event near the end of the story.

Some Things To Remember About Theme

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story, play, novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a question.

Readers' Theater Plus, lots of Activities to Analyze the Story!

Notes to Give

If you prefer to have your students write the things to remember about theme, pass out the first handout and have them take the following notes.

Things to Remember About Theme:

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- Occasionally the theme is stated directly in the story, play, novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.

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When first trying to determine universal themes like the ones chosen a few words that match more of the words into a...

- Fear
- Acceptance
- Greed
- Beauty
- Honesty
- Death
- Heroism
- Escape
- Love
- Foolishness
- Patriotism
- Hope
- Betrayal
- Power
- Family
- Friendship
- Duty
- Survival
- Conformity
- Deception
- Loss
- Pride
- Suffering

Practice Defending Your Answers with Text

Often you will be required to return to the text to find a passage that "supports your answer". When doing this, you must be careful in choosing the passage, and make sure it actually supports your answer.

Sample Question: The climax of a story is the story's most interesting moment. It is the turning point of the story and a point at which the conflict will soon be resolved. What do you consider to be the climax of "The Emperor's New Clothes"? Cite evidence that indicates that this is the climax.

Incorrect Student Response: The climax of "The Emperor's New Clothes" is when the Emperor marches in the procession without any clothes. This is the climax because it is the most exciting part of the story. What is wrong with this response?

Incorrect Student Response: The climax of "The Emperor's New Clothes" is when the Emperor walks in the procession without any clothes. The young boy announces the truth out loud when the Emperor walks in the procession, and then people begin to whisper. This is the most exciting part of the plot. What is wrong with this response?

Correct Student Response:

What is the theme from this story?

How is this theme true for the main characters in this story?

How is this theme true for the setting of this story?

Emperor's New Clothes Reading Questions

Questions using the story to help you. What could describe the Emperor? Support your answer with evidence from the text.

What does the Minister say about the swindlers? Support your answer with evidence from the text.

Why did the Emperor send "two honest counselors" to see the cloth? Support your answer with evidence from the text.

What does the child learn someone who profits by cheating or tricking others? Support your answer with evidence from the text.

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Download the complete unit for The Emperor's New Clothes now! Use it immediately and for years to come!